

It is much better to be more matter-of-fact, and, whether in the nursery or in the home, to allow each child, in the first place, to have his own genuine possessions, over which he has an absolute right to ownership, but to have certain fundamental properties in common, such as general apparatus, furniture, swings, and so on. With these it is best to make sure that the children understand that they belong to everyone in common, and that their use is a question of reasonably "taking turns". Any request by a child to another child to lend him a private possession should then be reasonably endorsed by the adult in charge, but not enforced if the owner is unwilling.

If we try to take the child too fast over this ground, we shall defeat our ends. All the life of the nursery school, the sharing of materials and carrying on of common pursuits, and even the dispassionateness of the teacher's attitude, helps to tone down the desire for ownership on its less useful sides. But it is not desirable, in a real world, to suggest that the sense of private possession is altogether and in itself undesirable or blameworthy.

In conclusion, I would like to emphasise once again what seems to me the essential outcome of this deeper understanding of the psychology of young children, namely, - that the key lies in *an emphasis on technique rather than on morality*. We have seen how profound a drive towards morality the child has in his own nature. We have not to create this in him. What we have to do is to show him how to attain his moral ends in the real world. We have to give him the skill which makes possible an effective morality, and the psychological conditions which will foster his own seekings for such skill. In so far as he needs our help towards a change in his

moral values, it is towards making him more
tempered, more
humane, more secure in a world of real values.

I have said that the educator cannot forgo
her function
as the super-ego. But I have emphasised at
every point
how, if she is to help the child to attain security
in the real
world of social relations, she must exercise
that function,
not for the purpose of prohibitions and
punishments, but
towards positive ends, opportunities and
achievements.
She must be on the side of reality and of the
child's own
activity.